DOCUMENT RESUME

ED 267 802 IR 051 462

AUTHOR Gothberg, Helen M.; Riggs, Donald E.
TITLE Time Management Study in Academic Libraries. Final Report.
INSTITUTION Arizona Univ., Tucson. Graduate Library School.
SPONS AGENCY Council on Library Resources, Inc., Washington, D.C.
PUB DATE 86
GRANT CLR791-E
NOTE 70p.; For a related paper, see IR 012 137.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Libraries; Higher Education; *Job Performance; *Library Administration; Library Research; *Statistical Analysis; Surveys; *Time Management; Time on Task

ABSTRACT

This study was undertaken to generate and analyze survey data for evaluating time management practices among directors of large academic libraries. Questionnaires were mailed to 194 library directors and the 159 survey respondents (82%) provided information about their experience and other characteristics; how they allocate their time; to what degree they delegate authority; and their top 10 ranked time wasters. They also responded to a section on leadership style. Several analyses were calculated for the data including frequencies, correlations, chi-squares, and factor analysis. The results of this data analysis provide: (1) a basis for evaluating the training of library managers; (2) an opportunity for academic library directors to compare their own responses to those of others in similar positions; and (3) a look at how existing management allocates time for prospective managers. (THC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
OERI
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official position or policy.

ED267802

FINAL REPORT

Grant no. CLR791-E

Time Management Study in Academic Libraries

by

Helen M. Gothberg
Associate Professor
Graduate Library School
University of Arizona
Tucson

and

Donald E. Riggs
University Librarian
Arizona State University
Tempe

with the assistance of

Lawrence M. Aleamoni, Director
Instructional Research and Development
University of Arizona
Tucson

The activity which is the subject of this report was supported in whole or in part by a Librarian/Scholar Grant from the Council on Library Resources, Mr. Warren J. Haas, President.

Washington, D.C.

Council on Library Resources

1986

IR051462

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Helen M. Gothberg
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

page

Tables

Abstract

I. Introduction.....1

Utility of the Research Results.....2

Goal and Objectives of the Study.....4

II. Methods and Procedures.....6

Sampling and the Plan of the Study.....6

Data Collection.....7

Activities and Time Frame of the Study.....11

III. Data Analysis and Results.....13

Results: Frequency Analysis.....14

Results: Correlation.....25

Results: Cross-Tabulation with Chi-Square.....28

Results: Factor Analysis.....30

IV. Interpretation of the Data and Recommendations.....32

Generalizability.....42

Limitations of the Study.....42

Suggestions for Further Research.....42

V. Summary.....44

Bibliography.....55

Appendix.....58

TABLES

page

1. University Library Director Profile.....15
2. Percent of Time Spent on Management Activities.....17
3. Delegation of Authority.....19
4. Top Ten Time Wasters Ranked by Three Occupational Groups..20
5. Leadership Style.....23
6. Respondent Characteristics (Correlations).....25
7. Hours Spent on Management Activities (Correlations).....26
8. Delegation of Authority (Correlations).....27

ABSTRACT

The purpose of the study was to generate and analyze survey data that would provide insights useful in evaluating time management practices among directors of large academic libraries. The 159 respondents to the survey provided information about their experience and other characteristics, how they allocated their time; indicated to what degree they delegated authority, ranked their top ten time wasters and responded to a section on leadership style.

Several analyses were calculated for the data including frequency, correlation, chi-square and factor analysis. The results of data analysis and their interpretation provided a basis for: evaluating the training of library managers, determining the need for additional research in the field, an opportunity for academic library directors to compare their own responses to those of others in similar positions, and for prospective directors to see how existing management allocates time.

CHAPTER I

Introduction

Today's library managers are working under considerable pressures--pressures that are unique to this period of time in our institutional and national development. Writers such as Alvin Toffler[1] and John Naisbitt[2] have made us aware of the on-going change in our world from an industrial nation to an information society. The roles of all institutions are in the process of change. Library directors--and especially those who direct large institutions--must ask themselves how the library will be managed to move forward with these changes. New technologies are available to assist in providing better control over information, and their use is rapidly being adapted to library services and operations--but the cost is high. These high costs of managing information have come about at a time when library budgets are considerably leaner than they were. If the challenges of this new information society are to be met head-on, personnel costs must be reduced. This means that along with the new technological time saving devices, both staff and management will need to become more productive. One road to increased productivity is that of efficient time management.

There is a significant body of writing and research on the subject of time management in the business literature. There is in this body of literature a considerable amount of agreement as to what methods constitute the effective management of time. There is also agreement as to what events and activities can be characterized as the greatest "time wasters". "Management",

wrote Norman Hill, "is a series of interruptions interrupted by other interruptions." Hill also observed:

> Managers perform a great number of tasks in a typical day, some of which are planned, while others are not. However, finding enough time to do all the routine things that must be done in addition to putting out the daily 'fires' that invariably start can be both difficult and demanding. Managers can come to feel that they must work twice as fast in order to just stand still. They may come to feel that they will never be completely 'on top of things'. [3]

Experts on the subject of time management such as MacKenzie[4] and Lakein[5] reported that many managers never felt that they had enough time to get everything done. Yet everyone has the same amount of time--8,760 hours a year. It's not that some people have "more" time than others; it's that they know how to manage their time better through practices of efficient management. Managers set a standard for other employees in the library to follow. Merrill and Donna Douglass reported that the results of a study done by a large consulting firm showed that the average American worker wasted 45 percent of the day. Their time wasting was not always conscious, but according to these authors, when a worker wasted time, it was "time theft" pure and simple. The cost to American industry was billions of dollars every year.[6] Efficient time management is not only important for managers in getting their own work done, then, but it also has an effect on those who look to them as role models.

Utility of the Research Results

Little has been written on the subject of time management which deals with the library profession directly. Those articles that have been published dealt for the most part with work flow,[7]

or time and motion studies of library operations,[8,9] and have been more concerned with staff than with management.[10] This does not mean that library managers and staff are significantly different from those in business and industry. This lack of interest in library management may mean that in institutions which are largely service oriented and tax supported there has been less urgency about the subject than in organizations that are profit oriented--at least until recently. Library efficiency and time management practices are interdependent factors, and the need for efficiency in the management of large library collections is obvious. Are library managers listening, reading, and applying time management techniques? Have library directors learned to work smarter, not harder? These are some of the questions that this study attempted to answer. The research results have many applications, including the following:

1. The study provided frequency data that is useful in evaluating current time management practices among academic library directors.

2. The data generated by the study allows directors of major university libraries in the U.S. and Canada to gain perspective on how the use of their time compares with that of their colleagues in other large academic libraries.

3. The results of the study provide impetus for a library director to re-evaluate the use of his/her time.

4. Statistical correlations of the data provided insights into relationships among the different variables in the study.

5. The results of data analysis and their interpretation

provided a basis for evaluating the training of library managers in regard to efficient time management.

6. This study generated data on which future research into time management practices in libraries could be based.

7. The various allocations of the directors' time provided a useful viewpoint for librarians desiring to become directors of large university librarians.

Goals and Objectives of the Study

Three goals were identified for the study. They were as follows:

GOAL 1: The primary goal or purpose of the study was to collect data related to time management practices and attitudes of library directors in large academic libraries.

GOAL 2: The second goal was to analyze and interpret the data in order to provide recommendations for future consideration by library directors and to provide a basis for inservice training of personnel.

GOAL 3: The final goal was to report the results to both the participants in the study and to library and other media professionals.

Four OBJECTIVES of the study were designed to determine:

1. To what degree library managers were aware of and practice efficient time management methods, including delegation of authority and leadership style.

2. Time management practices as related to:

   a. leadership style

   b. sex of manager

c. number of people managed

d. years of experience as a library director

3. Identification of the most serious time wasters in library management.

4. How library directors reportedly spent their time based on twelve specified categories.

The next chapter, Chapter Two, will cover the methods and procedures used in carrying out the time management study in academic libraries.

CHAPTER II

Methods and Procedures

This chapter covers the methods and procedures that were used to carry out the study. It covers sampling and the plan of the study, data collection, including an explanation of how the survey items were developed, and the time frame for the study.

Sampling and the Plan of the Study

The overall plan of the study involved the development and use of a mailed questionnaire dealing with time management. The population that was surveyed consisted of 105 directors who manage libraries that are members of Academic Research Libraries (ARL), and 89 libraries that are not ARL members but which are listed in the University Library Statistics of Academic, College and Research Libraries as being among the largest non-ARL libraries located in Ph.D. granting institutions.

The total population of academic library directors came to 194. A 60 percent return was considered desirable for a reliable sample. To ensure an adequate return of the survey instrument, two mailings were planned and carried out. The final number of questionnaires returned was 159. Since the entire population of directors of large academic libraries were polled, and 82% of them responded, we may for all practical purposes consider that we are dealing with a population as opposed to a sample. For this reason there is no question of sampling error.

Data Collection

Items used to collect the data in the mailed survey were based on the time management literature. They fell into five categories: 1) a profile of the respondents, 2) how a manager's time is reportedly spent, 3) delegation of authority, 4) time wasters and 5) leadership style. All items were designed with the assistance of the Director of the Office of Instructional Research and Development (IRAD), University of Arizona. (See the Appendix for a copy of the cover letters and survey.)

Section I of the survey instrument dealt with a profile of the respondents. Using a four point interval scale, except for the items which involved gender identification, it collected data about the library directors who returned the survey in the following areas:

a. size of library staff
b. number of years in current position
c. number of years as a library director
d. number of years as a library administrator (dept. head, etc.)
e. age
f. gender

Section II of the survey instrument used a six point interval scale to determine the number of hours per week the respondents spent doing the following activities:

a. planning
b. reporting
c. supervising

d. budgeting

e. personnel work

f. meetings with university administrators

g. meetings with library administrators

h. library committees

i. university committees

j. external fund raising

In addition, a four point interval scale was used in this section to determine the number of days that were spent off campus attending professional meetings or other work related events.

Section III covered the principle of delegation of authority. The ability to delegate work is frequently mentioned in the literature on leadership as a key element in managing time effectively. Merrill and Donna Douglass observed that in spite of the obvious benefits and good sense that delegation makes, many managers are ineffective delegators. The Douglasses devised a self quiz to help an individual determine the quality of his/her delegation skills.[11] Eleven of the sixteen items in the Douglasses' questionnaire were used in this section. Rather than the "yes"/"no" response that was useful in the Douglass self-evaluation instrument, a four point Likert type scale was devised which used the following descriptors to respond to the statements: Agree Strongly (AS), Agree Moderately (A), Disagree Moderately (D), and Disagree Strongly (DS).

Section IV of the survey instrument was on time wasters. There is a considerable amount of agreement in the business literature on the subject of what wastes a manager's time. Both the Douglasses[12] and LeBoeuf[13] had surveyed managers, asking them to

list or rank the worst time wasters. LeBoeuf's fifteen items, based on the work of time expert MacKenzie, were used in this section of the library survey. In the LeBoeuf study, sales representatives and engineering managers in fourteen countries were asked to rank their top ten time wasters from a list of 15. For purposes of the academic library study under discussion, library managers were asked to do the same. The reason for collecting this data was to determine whether library managers had the same perspective of what wastes time as either sales representatives or engineering managers. Fifty percent of the mailed surveys were constructed such that the order of the items in this section were reversed to avoid respondent proclivity to select those items at the top of the list.

Section V, the last section of the survey, dealt with leadership. One way to discuss an individual's leadership style is to determine whether a person is primarily concerned with getting the work done, that is, a task leader; or primarily concerned with looking after people and their feelings, that is, a process leader. Douglas McGregor[14] is well known for his classic work on leadership style which described these two sets of contrasting leadership behaviors as "Theory X" and "Theory Y". Robert Blake and Jane Mouton[15] integrated the research of McGregor and other industrial psychologists into an easily understood tool for analyzing leadership style along the task-process continuum which they called the "Managerial Grid". The four corners of the grid square represent four leadership positions:

a. a primary concern for people

b. a primary concern for task

c. a lack of concern for either task or people (The least desirable position on the grid for effective management.)

d. a high concern for both task and people (The most productive type of leadership style.)

A fifth point on the grid is at the midpoint. This type of leadership has been described as a balancing act between task and people or a country club style of management where the leader seems to be task oriented in the morning and people oriented in the afternoon.

Time management concepts useful in the business world may seem, on the surface at least, to be more task than people oriented, whereas public service organizations may have a greater stake in people or process skills. Recent best sellers in the field of management geared toward the business community such as The One Minute Manager[16] and In Search of Excellence[17] have stressed the team approach. Their authors concluded that the most effective manager is the one who can combine both task and people skills for the good of the organization. For this reason, then, it was important to collect data on library managers' leadership styles. To do this a short form of the longer original questionnaire by Blake and Mouton was used. This five item instrument ranks five statements based on how a manager handles conflict. Respondents to the library survey were placed on the managerial grid according to how the majority rank ordered these statements.

A pretest of the instrument was carried out using n=12. The only major change that was made in the survey instrument

following this pretest was to more clearly explain how the leadership section of the survey fit in with a study on time management, so that respondents would not be reluctant to answer Section V.

Activities and Time Frame of the Study

The following activities and the dates by which they were completed are listed below. The study ran a little behind some of the originally projected deadlines but was completed on time by making judicious use of the winter holiday period.

February	5	Grant award received
March	15	Survey items designed in consultation with IRAD
April	29	Survey typed and pretest carried out
May	22	Final format of the survey revised, typed and photocopied
May	28	Survey mailed with return requested by June 14
July	5	Repeat mailing with a return requested by July 22
August	1	Data collected and recorded
August	15	Data coded for computer analysis
September	1	Data analysis run
Sep. through Dec.	15	Consultation with IRAD on results and interpretation of statistical analysis
December	1	Additional analysis of data to refine survey items used in the study
January	6	Final consultation with IRAD on results of survey
January	10	Results of research written
January	15	Final Report mailed to CLR

January 17 Research paper presentation at AECT annual meeting in Las Vegas

February 1 Reports mailed to survey respondents who indicated an interest in receiving one

The next chapter, Chapter Three, will cover how the data were analyzed and report the results. Interpretation of the results appear in Chapter Four.

CHAPTER III

Data Analysis and Results

This chapter will explain the kinds of analyses of the data used in the study and report on the findings.

Data Analysis

The SPSS statistical package was used to analyze the data collected in the time management survey of academic library directors. Five analyses were calculated for the data. The first was frequency analysis which tabulated how many responses were in any one given category. The results, which are reported later in this chapter, are in terms of percentiles. Second, the Pearson product-moment correlation was calculated across all the variables in the study. Correlation characterizes the relationship between or among variables--that is, the degree to which any two variables vary together (positive correlation) or vary inversely (negative correlation). A correlation coefficient indexes two properties of a relationship--the magnitude of the relationship and the direction of the relationship. It says nothing, however, about the reasons which determine such relationships.

The third analysis carried out on the data from the survey was crosstabs, using chi-square, a subprogram available in SPSS. Chi-square tests for independence between variables. In this study it was used to determine if respondent characteristics in Section I and the variables in Sections II and III of the survey

instrument were associated. Variables in these two sections included the number of hours library directors spent on various management activities and responses to statements about delegation of authority.

Library director rankings of time wasters were compared to those of sales personnel and engineering managers in the LeBoeuf study, using rank correlation. Lastly, factor analysis was run on all items in the questionnaire to provide information as to which items belonged together according to their underlying correlations.

The results of these data analyses are reported below in the following order: Frequency analysis, including time waster comparisons, Pearson product-moment correlations, crosstabs using chi-square and factor analysis.

Results: Frequency Analysis

Section I of the survey instrument dealt with a profile of the library directors returning the questionnaire. Some characteristics of the population were as follows: The largest number of respondents, almost 90%, administered staffs of 300 or less, with nearly 58% administering library staffs of 150 or less. The largest percentage of directors (46.5%) had been in their current position five years or less; 38% had been a library director less than five years--but on the other hand, nearly 28% had 16 years or more experience. A large number (65%) had served as a library administrator, such as a department head or assistant/associate director prior to becoming head of a large academic library. Only six percent had five years experience or

less, which would tend to confirm that the path to top management positions in large academic libraries lies through increasing responsibility in leadership roles. Most of the respondents to the survey (48%) fell into the 46-55 age category, with almost none under the age of 35. Twenty-one percent were female, a larger percentage than had been anticipated. Although there are more women in top university library management positions than in the past, their numbers continue to remain small. For additional information regarding the profile of the population in this study see Table 1 below.

TABLE 1

University Library Director Profile

Size of library staff	1-150	151-300	301-450	451+
Percent:	57.9	31.4	7.5	3.1
Number of years in current position	1-5	6-10	11-15	16+
Percent:	46.5	25.2	15.7	22.6
Number of years as a library director				
Percent:	38	17.7	16.5	27.8
Number of years as a library administrator				
Percent:	6.3	12.6	16.4	64.8
Age	23-35	36-45	46-55	56+
Percent:	.6	22.6	47.8	28.9
Gender	MALE		FEMALE	
	78.6		21.4	

Section II of the survey dealt with the number of hours per week that library directors normally spent in the traditional areas of management. Those areas where the greatest number of respondents spent the least amount of time--that is, three hours a week or less were external fund raising (69%), university committees (67.5%), library committees (63%) and supervising (57%). In the four to seven hour category only one area was indicated by 55% of the library directors, and that was meetings with library administrators. This area was followed closely by planning, (46%), and reporting (48%). In examining the 8-11 hours per week category, the largest number of library directors reported in the areas of meeting with other library administrators (30%), reporting (23%) and planning (22%). Twelve percent of those who responded to the survey indicated that they spent between 12 to 15 hours a week doing planning, and eight percent spent this amount of time in the areas of reporting and meetings with library administrators.

Some other trends which appear in the data are that 88.5 percent of the library directors spent seven hours or less doing budgeting. Since in the past, budgeting was one of the major time consuming activities of academic library directors, the impact of automation and the hiring of specialized budgeting personnel can be seen in these figures. On the other hand, meetings and committee work come in for a very large share of administrative time. Although 57% of the respondents spent three hours or less a week doing any supervision, 30% indicated that they spent from four to seven hours a week. Finally, 41% of those who answered the survey spent between 11 and 20 days a year

off campus attending professional meetings or other work related events, and 33.5% spent between 21 and 30 days a year. Nearly 21% of them spent over 31 days, or more than a month, away from the library doing other types of professional work. Presumably, much of this additional time involves meetings and other types of committee work.

TABLE 2

PERCENT OF TIME SPENT ON MANAGEMENT ACTIVITIES

Hours per week:	0-3	4-7	8-11	12-15	16-19	20+
Planning	18.2	46.1	22.1	11.7	1.3	.6
Reporting (internal & external communications)	18.5	48.4	22.9	7.6	2.5	0
Supervising	56.8	30.4	10.1	1.4	.7	.7
Budgeting	44.8	43.5	9.1	2.6	0	0
Personnel work (including collective bargaining, labor relations)	42.2	38.3	14.3	3.9	1.3	0
Meetings with university administrators	49	13.9	5.1	1.9	0	0
Meetings with library administrators (e.g., assistant/associate directors, department heads)	3.9	55.5	30.3	8.4	.6	1.3
Library committees	63	30.5	3.9	2.6	0	0
University committees	67.5	27.4	3.8	.6	.6	0
External fund raising	69.1	24.2	4.7	1.3	.7	0

Number of days per year off campus for professional meetings or work related events	0-10	1-20	21-30	30+
Percent	4.5	41.3	33.5	20.6

In Section III of the survey instrument, library directors were instructed to indicate their agreement or disagreement with a series of statements regarding their willingness to delegate authority--a significant factor in efficient time management. (See Table 3). Positively worded statements were numbered 1, 2, 5, 6, 8, 9 and 11. Negatively worded items were numbered 3, 4, 7 and 10. An individual who is an effective delegator would agree with positively worded statements and disagree with negatively worded items. A large percent of the library directors (85-90%) indicated the appropriate AGREE/DISAGREE response for effective delegation of authority on all items but two. The two items in question were number one: "I frequently allow my staff to make mistakes"; and number three: "I frequently do tasks that my subordinates should be doing." For item number one involving staff error, 63.5% of the directors indicated that they agreed either strongly or moderately with this statement. For item number three, which was concerned with doing subordinates' tasks, only 69% indicated disagreement, which is a somewhat lower percent than the 85-90% desired response to the other statements.

TABLE 3

DELEGATION OF AUTHORITY*

		Agree Strongly AS	Agree A	Disagree D	Disagree Strongly DS
1.	I frequently allow my staff to make mistakes.	13.8	49.7	29.6	6.9
2.	My staff make most of the day-to-day decisions about their work without my prior approval.	60.1	38	1.3	.6
3.	I frequently do tasks that my subordinates should be doing.	1.3	29.7	43.7	25.3
4.	The library does NOT function smoothly when I am absent.	.6	2.5	37.1	59.7
5.	I seldom revise decisions made by my staff.	28.9	59.7	10.7	.6
6.	I give my library staff considerable authority over work (e.g., personnel, finances, facilities and resources).	44	50.9	5	0
7.	I frequently make decisions that are part of my subordinates'jobs.	0	9.5	55.1	35.4
8.	I delegate most library operations to my staff.	42.1	51.6	5.7	.6
9.	If I were incapacitated for six months, there is someone on my staff who could readily take over my job for that period of time.	44.9	41.8	10.1	3.2

TABLE 3 (CONT'D)

	Agree Strongly AS	Agree A	Disagree D	Disagree Strongly DS
10. The department heads under my leadership do NOT delegate work well to their own subordinates.	1.3	9.2	64.7	24.8
11. My key people take the initiative for projects without waiting for me to think of them.	26.1	59.2	14.0	.6

* Percent of academic library directors responding

Identifying the top ten time wasters was the purpose of collecting data in Section IV. The results were then compared to rankings made by sales representatives and engineering managers in a prior study by Michael LeBoeuf.[19] The rankings for each occupational group appears in Table 4 below. Number one is ranked as the item which hindered the respondents the most in getting work completed on time, and number ten as the item which hindered them the least.

TABLE 4

TOP TEN TIME WASTERS RANKED BY THREE OCCUPATIONAL GROUPS

	Library Manager	Sales Reps	Engineering Managers
Attempting too much at once and estimating time unrealistically	1	8	---
Cluttered desk and personal disorganization	2	---	---
Confused responsibility and authority	---	---	---
Crises (personal and/or staff)	5	4	6
Drop-in visitors	6	2	9

	Library Managers	Sales Reps	Engineering Managers
Inability to say no	---	---	---
Inadequate, inaccurate, or delayed information	7	---	1
Indecision and procrastination	---	7	8
Ineffective delegation and involvement in routine and detail	9	---	2
Lack of objectives, priorities and deadlines	---	6	---
Lack of, or unclear, communications or instructions	4	10	5
Lack of self discipline	10	3	10
Leaving tasks unfinished	---	9	7
Meetings (scheduled and unscheduled)	3	5	4
Telephone interruptions	8	1	3

Library managers ranked as number one, attempting too much at once and estimating time unrealistically, followed by a cluttered desk and personal disorganization and third, meetings. Meetings were listed by all three groups in the top half of those activities which wasted their time the most. Engineering managers did not list attempting too much among the top ten time wasters, and sales representatives placed it near the bottom of the list. Neither sales nor engineering personnel listed cluttered desk as a problem. All three groups omitted confused responsibility and authority and inability to say no from their rankings. Library managers had far less problem with inadequate

information than engineers, who ranked it as number one. Both groups of managers listed problems with communication as number ten. Both groups of managers found few problems with self discipline, while sales people ranked it number three. Leaving tasks unfinished was not ranked among library managers and was low for both sales reps and engineering managers. On the other hand, telephone interruptions, which were ranked number eight for library managers, were number one for sales personnel and third high for engineering managers.

There are some differences between the two management groups. For example, library managers have better control over the telephone, probably because the population in this study have well trained secretaries. Library managers also perceived themselves as having fewer problems with delegation of work and having better access to information. However, there are more similarities than differences, which is borne out statistically by a low positive relationship between the two groups of managers with a correlation of .3045. On the other hand, a very low negative correlation of -.1755 was found between library managers and sales representatives. These results may say something about the nature of the work itself, or they may say something about the skills needed to succeed in management. Certainly library managers need to be concerned with their top three time wasters, and these results will be discussed in more detail in Chapter Four, which covers interpretation of the data and recommendations.

Much has been written about leadership style over the years. In the beginning there was an effort to identify the traits of a

leader. Later researchers in the field of industrial psychology believed that leaders were either process (that is people) oriented, or they were task oriented. Today there is a trend toward team leadership which incorporates both aspects of leadership--task and process. Section V of the survey provided data about the type of leadership style of the respondents based on how they dealt with conflict. Although a task leader may get more work out of subordinates, in time revenge psychology sets in, and the creative thinking necessary in today's organization is lost. On the other hand, a manager who is people oriented at the expense of task will have a less productive staff. The university library managers surveyed were asked in this section to rank five statements from one to five with one being the least typical and five the most typical. Table 5 below shows how the population in the study ranked these statements based on a numerical position found on the Managerial Grid--indicated in parentheses.

TABLE 5

LEADERSHIP STYLE

Rank	Conflict Statement
5	When conflict arises, I try to identify reasons for it and seek to resolve underlying causes. (9,9)
4	When conflict arises, I try to find a compromise that everyone will be satisfied with. (5,5)
3	When conflict arises, I try to remain neutral. (1,1)
2	I avoid causing conflict, but when it does appear, I try to smooth things over so everyone will be happy. (1,9)
1	When conflict arises, I try to cut it off or win my position. (9,1)

Blake and Mouton matched the most typical statement with a position on the Managerial Grid, reflecting leadership style indicated by numbers. Each of the five positions on the grid is explained below:[20]

9,9 Team Management. "Work accomplishment is from committed people; interdependence through a 'common stake' in organization purpose leads to relationships of trust and respect."

5,5 Organization Man Management. "Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level."

1,1 Impoverished Management. "Exertion of minimum effort to get required work done is appropriate to sustain organization membership."

1,9 People-Centered Management. "Thoughtful attention to needs of people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo."

9,1 Authority-Obedience. "Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree."

In looking over the results, we find that most of the academic library administrators selected a team management approach as their most typical response. This ranking was followed in order by a middle position which, although satisfactory, has also been characterized as a country club style of leadership--task oriented in the morning and process oriented in the afternoon. The third ranked selection was one in which the manager shows little interest in either people or task, followed by democratic or people oriented management with an authoritarian style being the lowest ranked among the greatest number of those who responded to the survey.

Results: Correlation

Correlations were run for all variables in the study. Although some writers in the field of research methodology are critical of this approach and regard it as a "fishing expedition", there are advantages in this type of study. First, we are dealing with discrete data as opposed to a set of variables which can be manipulated; and second, there was insufficient information on which to generate hypotheses which could be tested. The results of Pearson product-moment correlation are discussed below for each section of the survey instrument.

TABLE 6

RESPONDENT CHARACTERISTICS

	A	B	C	D
A. Number of years in current position		.7729	.623	.5294
B. Number of years as a library director	.7729		.5560	.4847
C. Number of years as a library administrator incl. dept. head, etc.	.4626	.5560		.4768
D. Age	.5294	.4847	.4768	

The correlations above are fairly predictable. Correlations were found among the number of years in the manager's position and the number of years as a library director, administrator and age. The only variable in the table above where age did not correlate as highly was with the number of years as a library

administrator, which included positions as department head and the like. None of the other variables in Section I including age or gender correlated with any of the over variables in the study.

TABLE 7

HOURS SPENT ON MANAGEMENT ACTIVITIES

	Hrs. Spent on Meetings with University Committees
A. Hrs. spent in meetings with university administrators	.3751
B. Hrs. spent with library committees	.4864

A correlation existed between the number of hours that academic library administrators spent on meetings with university committees and the number of hours spent in meetings with university administrators. This finding would lead one to believe that meetings with university committees are primarily those which involve other university administrators. In addition, a correlation was found between the number of hours spent with university committees and the hours spent with library committees. Frequent committee meetings with university administrators may provide a role model or organizational style for the subsequent frequency of committee meetings within the library as well.

TABLE 8

DELEGATION OF AUTHORITY

	A	B	C
My staff make most of the day-to-day decisions about their work without my approval.	-3807		
I frequently do tasks that my subordinates should do.		.5013	
I seldom revise decisions made by my staff.			.3667
I give my library staff considerable authority over their work.			.3716
If I were incapacitated for six months there is someone on my staff who could take over.		-.3550	

A: The library does NOT function smoothly when I'm gone.
B: I frequently make decisions that are part of my subordinates' jobs.
C: I delegate most operations to my staff.

The statement, "The library does NOT function smoothly when I'm gone", correlates negatively with "My staff make most of the day-to-day decisions about their work without my approval." Efficient time management is based to a large extent on delegating routine operations so that the manager is free to deal with other tasks. A manager with a large staff who is too involved with routine operations will undoubtedly find it difficult to leave the library. One test of effective delegation is that the library runs smoothly whether the director is there or not. "I frequently make decisions that are part of my

subordinates' jobs" correlates with two other statements: "I frequently do tasks that my subordinates should do", and negatively with, "If I were incapacitated for six months there is someone on my staff who could take over." Effective management requires that subordinates be given authority over their jobs, and the manager who does his or her subordinates' work violates this principle. Here again the negative correlation shows a relationship between not giving staff a sufficient amount of authority and the problem of being off the job for a period of six months.

The third statement, "I delegate most operations to my staff", correlates with two others: "I seldom revise decisions made by my staff", and "I give my library staff considerable authority over their work." These correlations reinforce what has already been said above about effective delegation of work and authority. Along with delegating operations to staff, it is important for the staff to have the necessary training and authority over their work and to feel that the library director trusts their ability sufficiently not to constantly revise it at the operations level.

Negative correlations were found among five variables within Section IV which dealt with time wasters and among four variables in Section V, on leadership style. These results did not contribute to the purposes of this study and they are not reported.

Results: Cross-Tabulation with Chi-Square

Chi-square is best thought of as a discrepancy statistic. Its calculation is based upon the discrepancy between the

frequencies observed for one set of categories and some other set of frequencies. It can be applied to a number of situations. In this study we were interested in the existence of significant associations among the respondent characteristics and the variables reflected by the data collected in Sections II and III of the survey instrument. Significant associations were found among four sets of variables. The first was a very significant association at the p = .02 level of confidence between the number of years as a library administrator, including that of department head and assistant/associate director and the statement, "The department heads under my leadership do NOT delegate work well to their own subordinates." Those who responded in the "disagree" columns were more frequently academic library directors with fewer years of administrative experience. The appropriate response to this statement for an effective delegator was in either one of the "agree" columns.

The age of the academic library director was a significant factor in two cases. The age of the respondent was a highly significant factor in the number of days spent off campus at the p = .0001 level of confidence. The older the director, the more days he or she spent off campus attending professional meetings or work related professional meetings or work related events. Age was also a factor in response to the statement, "I frequently do tasks that my subordinates should be doing". A significant association was found between the age of the academic library directors who responded in the "agree" column at the p = .01 level of confidence. The most frequent respondents were those

who were 56 years of age or older. The appropriate response to this statement for an effective delegator is in either one of the "disagree" columns.

Gender was a factor in the number of hours spent on library committees. At the $p = .001$ level of confidence, females were found to have a highly significant association in the amount of time spent on library committee work, with women spending more hours on this activity than men.

Results: Factor Analysis

Factor analysis is the redefinition of the interrelations among variables in terms of their relationships with a set of (fewer) hypothetical variables. This calculation provides information about the most useful fit of the factors to the data. The results of factor analysis in this study provided the following data about the survey instrument based on those variables that grouped together around factors in sections I, II and III of the survey instrument.

In section I, one factor labeled "experience" contained the variables of: the number of years in current position as a library director, as a library administrator and age. The variable that loaded the highest on the experience factor was the number of years as a library director. If this population were to be surveyed again, it would be sufficient to limit the experience variables to this one item.

In section II, which dealt with how the library directors spent their time, the variables generated two factors. The first factor involved time spent on planning, reporting, supervising and budgeting. Reporting was the variable that loaded the

highest on what could be called the internal and external communication factor. The time spent on library committees and university committees generated a second factor, with the variable that loaded the highest being library committees. Two subgroups could be formed in this section which would represent committee work and internal and external communication.

Section III presented a series of statements about delegation of authority and asked respondents to react to them on a four point "agree--disagree" scale. In this section two factors were defined. The first included the following variables:

> My staff make most of the day-to-day decisions about their work without my prior approval.
>
> I seldom revise decisions made by my staff.
>
> I give my library staff considerable authority over their work (e.g., including personnel, finances, facilities and resources).
>
> I delegate most library operations to my staff.

The variable that loaded the highest on the above factor was:

> I delegate most library operations to my staff.

The second factor in Section III contained two variables:

> I frequently do tasks that my subordinates should be doing.
>
> I frequently made decisions that are a part of my subordinates' jobs.

The variable that loaded the highest on this factor was the statement: "I frequently do tasks that my subordinates should be doing." A revision of this section for use with other groups could be limited to six items as opposed to the eleven explored in this study.

CHAPTER IV

Interpretation of the Data and Recommendations

This chapter will discuss the implications for the results of data analysis and the generalizability and limitations of the study. Recommendations will be made including those for further study and research. Chapter VI, the final chapter, will provide a brief summary of the study and its findings.

Overall, the directors of large academic libraries are knowledgeable about and have the skills necessary for effective delegation of authority--a key principle in efficient time management. They are mostly inclined toward a team leadership style of management--the new trend for productivity in the '80's. Nevertheless, the results of data analysis revealed some problem areas, one of the most obvious being the amount of time spent in committee work. The directors themselves perceived committees as a problem, having ranked this area as their third highest time waster.

Management by committee has fostered many benefits, but it has generated its own set of problems. Millions of dollars are spent annually in library committee meetings that result in lost time from operational tasks. "If you have enough meetings over a long period of time, the meetings become more important than the problems that the meetings were intended to solve", wrote Thomas Martin in Malice in Blunderland.[21] Management expert Peter Drucker wrote: "In every human organization there is far too much need for cooperation, coordination, and human relations to have to provide for additional meetings. And the human dynamics

of meetings are so complex as to make them very poor tools for getting any work done."[22]

Academic library directors are probably not in a position to do much about the number of university committee meetings they attend, since these meetings correlate with the number of hours spent in meetings with university administrators. They can tackle the problem of too many library committees. One answer is to re-evaluate the need for all standing committees within the library on a regular basis. When meetings are held, a written agenda should be required; deadlines need to be set and met for the accomplishment of currently updated or defined goals and objectives. Consideration should be given to a moratorium on increasing the number of committees already in existence in the library. A new committee can only then be formed if an existing one is eliminated. Women library managers should be more aware of their proclivity toward affiliation and re-examine committee structure within the library with an even more critical eye. All library directors will want to ask themselves very seriously to what extent they need to participate in library committee work. A committee of chairpersons who meet with the director to report back on the work of each committee may be more expedient than the director participating on each separate committee.

Library managers may feel a need to "control" the direction some or all library committees take, but in time this practice leads to "groupthink". When groupthink is present, committee members become more focused on group cohesiveness than in finding the best solution to a problem. Managers who absent themselves at least some of the time from problem-solving committees and

bring in outside experts as appropriate can mitigate the groupthink mentality. It may also be useful to train some or all of the library staff in group dynamics and organizational communication, so that committee decisions don't become camels when they should have been well-bred horses.

Whether library committees are effective in the decision making process also has to do with how well authority is delegated within the library. Since there was a correlation between the number of hours academic library directors spent on library committees with the time spent on university committees, which was related to the time spent with university administrators, the organization itself may be at fault. The leadership style at the top undoubtedly sets a style for how things get done within the entire university. Library managers will want to examine their own committee practices with the possibility of this influence in mind.

Part of the new team leadership style which is much written about in the best selling management books on productivity is based on giving employees increased authority over their work, holding them accountable through regular job evaluations, and helping them to mature on the job. In today's competitive world, "intrapreneurship" is "in" and authoritarian-autocratic leadership is "out". What motivates employees is interesting work to do, recognition and job growth. If "intrapreneurship" is to be fostered within the library, then managers need to resist the temptation to do tasks that their subordinates should be doing and permit staff to make errors without heavy handed

criticism or other forms of punishment. These were the two areas where respondents were less likely to indicate the appropriate "agree/disagree" response in the survey. Staff error is less likely to occur when employees feel they are in charge of their own work, and when they are given adequate training or increased educational opportunities so they can gradually take on more responsibility. There was an indication in the correlation analysis of the data which suggested that library directors who feel that the library can't function without them do not give adequate decision making to staff and frequently make decisions that are a part of their subordinates' jobs. On the other hand, those who delegated most of the library's operations to their staffs also gave them authority over their work and seldom revised the decisions they made.

Age and experience were factors in a library manager's attitude toward the delegation of authority. Older managers, that is, those 56 years of age or more, were more likely to do tasks that their subordinates should be doing than younger directors. The significant difference here is probably based on lack of training in current management thought. These directors came along when management as a discipline was not taught in library schools, and those superiors who mentored them were more comfortable taking responsibility for all of a library's operations. They believed that taking this type of responsibility was an appropriate sphere of influence for their administrative position. An experienced manager should undertake change in this area with caution, however, and in the spirit of experimentation. Staff are not always comfortable with a sudden

change of leadership style.

Academic library directors who had more years of experience as administrators, that is, department heads and the like, were more apt to view their own administrators as capable of delegating work to their staffs than directors with fewer years of middle management work. This finding speaks well for the practice of identifying and mentoring potential leaders from the bottom up within library organizations. Most of the population in this study were mature individuals with considerable years of experience at the various levels of library leadership. Sixty-five percent of them had 16 or more years of experience as a library administrator. Those individuals who moved from the head of a small to a medium and then to a large library may never have learned to trust the abilities of the department head or assistant director if they have never been one themselves. The same may be said for a library director whose star rises too fast.

One additional comment can be made about the problem of mushrooming committee work for the director of the large academic library. It has come to be perceived as a problem because of a changing society and the need for greater efficiency in time management through more effective delegation of work, which leads to greater productivity. It may be that for subordinates, committee work has become more interesting, more challenging, offering more intangible rewards of authority and control than work itself. It is possible that if staff is given more interesting work to do, have more control and responsibility and

growth connected with their jobs, the need for excessive committee work may be less.

A few other observations can be made about how the directors of large academic libraries spend their time in addition to committees. They include time spent in the areas of planning, supervising, external fund raising, and days away from campus. While most of the respondents reported spending some time on planning, 64% of them spent less than one day per week on planning. This is an area of management work that has come to be considered by many as an extremely important part of a director's responsibility and should be given more time. Through planning, the director has the opportunity to create the library's future. What this means, then, is that operations in large libraries need to be in the hands of staff, and that it is not advisable for directors to become involved in the direct supervision of their associate managers, department heads or staff. Although 57% of those answering the survey indicated they spent three hours a week or less doing supervision, there remained another 40% who reported spending between four and 11 hours a week in this area.

This recommendation does not mean that library directors should be invisible, but they might find their time better spent by making direct contact with their staffs in ways other than through work supervision or the committee structure. Corporate activist Robert Townsend suggested that top managers spend time learning about their organizations by doing some of the actual work or at least talking informally with those who do. Townsend believed that the main task of management was to: "Create an environment...in which <u>all</u> the people feel like using their

brains, their hands, their talents, and their skills to help the company become the best at what it does."[23]

External fund raising was not reported as taking a very large share of the academic library director's time; however, this is a relatively new responsibility, and as university budgets no longer support libraries adequately, it is expected that this area of responsibility may grow. some library directors have or are considering employing development officers to assist them in fund raising, subsequently relieving them of what could become a very time-consuming function in the near future. The hiring of such personnel represents a good example of delegation.

Library directors in this study spent quite a number of days off campus for professional meetings or work related events. For this reason it is interesting to explore possible reasons for the significant difference found between age and this variable. Because older directors spent more time than younger ones off campus, it raises questions about burn-out on the job. Just as staff may begin to find day-to-day operations less interesting if growth is not involved, so may managers. One way to deal with the problem may be to spend time on committee work and professional meetings which take the director away from the library. Another way to deal with job burn-out, if this is indeed the case, is to move to a new position-even if for no other reason than it represents change. It should be regarded as a healthy sign that among the population involved in this study, almost half of them (46.5%) had been in their current position

five years or less, even though most were experienced administrators. In all fairness, it should also be said that the time spent off campus by some older directors may reflect their developed expertise and the recognition and use of it by the library community.

Library managers rated their top two time wasters as 1) attempting too much at once and estimating time unrealistically and 2) cluttered desk and personal disorganization. These are problems that can and should be addressed for more effective use of time. Attempting too much is a characteristic of a "workaholic". Many individuals who rise to the top of their professions are workaholics and may even take some pride in this admission. The literature on time management, however, stresses the need for managers to work smarter, not harder. Bliss wrote that of all the time management principles, none was more basic that concentration. He counseled people who were trying to do too many things simultaneously to recognize that it is not the amount of time that counted but the amount of uninterrupted time. He noted that there was a difference between striving for excellence and striving for perfection (a workaholic characteristic). "The first is attainable, gratifying and healthy. The second is unattainable, frustrating and neurotic. It's also a terrible waste of time."[24] Having unrealistic expectations is a sure road to burn-out on the job as well.

Other techniques are recommended for dealing with the problem of having too much to do in too short a period of time in addition to delegating work more effectively and developing a realistic attitude toward time management. These include:

Setting a list of goals and ranking them; then concentrating on only the top ranked priorities. Learning to say no to those requests which do not fit in with the top ranked priorities. When meetings run too long or are unproductive, leaving--or announcing when you arrive how long you can stay. Another way of controlling time is to develop a time budget. Put it in writing and include time for exercise, thinking and quiet periods. Don't overschedule, but build as much flexibility in as possible. Many writers recommend that the manager start by keeping a time log for a period of at least a week to see exactly how work time is spent, including evenings and weekends. If the manager doesn't have time to keep the log, a secretary or other staff person may be willing to do it.

A cluttered desk not only wastes time but sets a poor standard for other staff who view the manager as a role model. One way to reduce the clutter is to work on only one project at a time until it is completed. A long term project can be divided into manageable parts. Another recommendation is to handle paper only once. Some part of each day can be set aside to see that each item is either dealt with or thrown away. Answering letters on the bottom and then photocopying them has become an acceptable practice for the efficient answering of certain types of correspondence. Again--delegation is important here. A well trained secretary or administrative assistant can deal with much of the paperwork that is cluttering a manager's desk. Electronic mail and other computer assisted methods of record keeping may be useful in dealing with clutter.

Perhaps the most important connection to make here as we look back over the discussion of the results of data analysis is that the problems of attempting too much and the cluttered desk are an almost inevitable result of large amounts of time spent on committees. Committee work generates large amounts of paper and creates blocks of unproductive time. Neither engineering managers nor sales representatives ranked these two variables high on their lists of time wasters, if they listed them at all. Neither occupational group is involved in the type of bureaucratic structure represented by the library which serves an academic institution.

Just as the old authoritarian management style eventually gave way to a more democratic process which was committee dependent for decision making, so too is this leadership style giving way to a team leadership approach. The data reflected this trend in academic library leadership with the majority ranking a 9,9 style as their first choice when dealing with conflict. What must follow is a new look at how employees are managed and decisions made so that the library organization does not waste the time of its directors and makes better use of its other personnel. On the subject of delegation Robert Townsend advised managers: "Make sure the jobs you give your people are <u>whole</u> and <u>important</u> and that you really give them the jobs. Ask them not to report unless they're in trouble. Grit your teeth and don't ask them how it's going."[25] A library director who follows this advice will have to be willing to let staff make some mistakes in the beginning and not do tasks that subordinates should be doing.

Generalizability

Information related to the characteristics of the respondents was collected as part of the survey instrument. The degree to which any other group of individuals fits the description of the population surveyed is the degree to which the results of the survey can be generalized.

Limitations of the Study

The limitations of the study are based on the degree to which respondents were able to accurately report the number of hours they spent on management activities, and the degree to which they actually do what they reported when it comes to the delegation of authority and leadership style. Given the level of maturity and responsibility of the population surveyed for this study, it is reasonable to believe that any discrepancies which may exist are not so great as to seriously effect the outcome of the study.

Suggestions for Further Research

One of the purposes of the investigation was to generate a body of data which would form the basis for continued study and research. Additional study into the area of time management in academic libraries should involve a more in-depth examination of exactly how academic library directors use their time, the degree to which they delegate authority and their leadership style based on actual observation. Other research might involve the effects of changing time management practices, delegation patterns and/or leadership style. The effects of training decision making groups

in group dynamics has been studied under other conditions, but its effectiveness could also be investigated in the academic library.[26] Finally, alternatives to the traditional committee structure which preserves or encourages a team approach to management should be explored.

CHAPTER V

Summary

The study on time management practices among directors of large academic libraries was undertaken with the support of a Librarian/Scholar grant from the Council on Library Resources. Although there is a considerable body of writing and research on the subject in the business literature, little existed in the library literature that dealt specifically with management. Those few journal articles which have appeared over the past ten years have been concerned with work flow and time and motion studies involving staff. For this study a survey approach was used to generate data that would provide insights useful in evaluating time management practices among managers of large academic libraries. The results of data analysis and their interpretation provided a basis for: evaluating the training of library managers, determining the need for additional research in the field, an opportunity for academic library directors to compare their own responses to those of others in similar positions, and for prospective directors to see how existing management allocates time.

Objectives of the Study

The four objectives for the study were designed to determine:

1. To what degree library managers are aware of and practice efficient time management methods including delegation of authority and leadership style.

2. Time management practices as related to:

a. leadership style

b. sex of manager

c. number of people managed

d. years of experience as a library director

3. Identification of the most serious time wasters.

4. How library directors reportedly spent their time based on twelve specified categories.

Sampling

The population that was surveyed consisted of 194 directors from large academic libraries. Two mailings of the survey were sent out to ensure at least a 60 percent return. The final number of questionnaires returned was 159. Since the entire population of directors of large academic libraries were polled and 82% of them responded, we may for all practical purposes consider that we are dealing with a population as opposed to a sample in this study.

Data Collection, Analysis and Results

The SPSS statistical package was used to analyze the data collected from the survey. Four different types of analyses were used, including frequency, Pearson product-moment correlation, chi-square with cross tabulation and factor analysis.

The results of frequency analysis indicated that the respondents were mature both in age and experience, although almost half of them (46.5%) had only been in their current position five years or less. Most of them administered staffs under 300, and only 21% of them were female. They spent a large

percent of their time involved in meetings and with committees and lesser amounts of time in planning, reporting, supervising, budgeting and personnel work. Few of them spent more than three hours a week on external fund raising, but over 50% of the directors spent 21 days or more off campus each year attending professional meetings or other work related events.

Delegation of authority is considered an all important skill in the management of time. Information about how well the respondents delegated authority was collected using a four-point "agree-disagree" Likert-type scale as a response to a series of statements. Eighty-five to 90% of the academic library directors demonstrated very good to excellent knowledge in this area. The two statements in which fewer of them responded appropriately for an effective delegator had to do with permitting staff to make mistakes and in doing tasks that their subordinates should have been doing.

The library directors who answered the time management survey were asked to rank their top ten time wasters out of a list of 15. This list was then compared to responses to the same list which had been submitted to sales representatives and engineering managers in fourteen countries by Michael LeBoeuf and reported in the February, 1980 issue of Business Horizons. The librarians ranked their top five as follows:

1. Attempting too much at once and estimating time unrealistically
2. Cluttered desks and personal disorganization
3. Meetings
4. Lack of or unclear communications or instructions

5. Crises

Engineering managers did not list attempting too much among their top ten wasters, and sales representatives placed it near the bottom of their list. Neither sales nor engineering personnel listed a cluttered desk and personal disorganization among their top ten time wasters. There were other differences between the two management groups. For example, library managers indicated better control over the telephone than engineering managers. Library managers also perceived themselves as having fewer problems with delegation of work and having better access to information. However, there were more similarities than differences, which was borne out by a low positive relationship between the two groups of managers with a correlation of .3045. On the other hand, a very low negative correlation (-.1755) was found between library managers and sales representatives.

Based on the Blake and Mouton Managerial Grid model, five possible leadership styles were identified depending on how respondents ranked an equal number of statements about how they dealt with conflict. These leadership styles were based on a task-process model that identified the degree to which the respondent was: primarily concerned with the welfare and the people in the organization, concerned with neither task nor people, equally concerned with task and people, or at some midpoint, balancing between either task or people orientation. A majority of the respondents ranked the team management conflict statement as the one that matched their most typical response. A team management style integrates both task and people concerns in

the leader who works toward developing trust and committment in employees in an effort to foster greater productivity.

The results of correlations which were run for all the survey items were for the most part predictable. For example, correlations were found among the number of years respondents had been in a management position, experience as a library director or administrator, including department head or assistant/associate director, and age. Correlations between the hours spent on meetings with university committees and the time spent in meetings with university administrators and with library committees suggested that the meeting style of university administrators may provide a role model or organizational style for the subsequent frequency of committee meetings within the library. Correlations among the delegation statements were also predictable. Those respondents who were reluctant to give staff authority over operations decisions perceived that their library would not run smoothly when they were absent. Those library directors who did not feel that if they were incapacitated for six months there was someone on their staffs who cuold take over, were more inclined to make decisions that were part of their subordinates' jobs.

Chi-square with cross tabulation was calculated to determine the existence of significant associations among the characteristics of the university library directors and the variables which involved how their time was spent and to what degree they delegated authority. Significant associations suggested that those who were less likely to feel that the department heads under their leadership delegated work well to

their own subordinates had less experience as library administrators, including as department heads and assistant/associate directors. Age was a significant association with two other variables. Older directors spent more days off campus and were more likely to do tasks that their subordinates should be doing. Gender was found to have a significant association with library committees, with females spending more time on this activity than men.

Factor analysis identified five separate factors among the first three sections of the survey, which included information about respondent characteristics, how the library directors spent their time, and delegation skills. This information would be useful in replicating this study with other groups.

Conclusions and Recommendations

The implications of the results of data analysis for this study were that the academic library directors who responded to this questionnaire were experienced and mature individuals who are knowledgeable about appropriate delegation skills and for the most part team management oriented in their leadership styles. Their top three time wasters helped to focus on those areas in need of attention. The first concern is the need to examine the amount of time spent on committee work. As organizational structures continue to evolve, new ways of dealing with decision making and work flow, other than the committee, must be developed for greater productivity while not falling back on an outmoded authoritarian leadership style.

Secondly, the problem of taking on too much work at the same

time should be addressed. This problem could be a matter of more effective delegation; however, given the results of the study, it is very likely that it has more to do with identifying goals and establishing priorities. Utilizing time management techniques could resolve the problem of the cluttered desk. Both of these latter two time wasters are perceived as more likely to occur in a bureaucratic organization such as the university and may be the inevitable result of committee proliferation.

Additional research into these assumptions should be carried out including the effects of training decision making groups in group dynamics. A replication of this study with other groups of library directors such as those in public or community college and other smaller academic institutions may also prove useful.

Distribution of Data

Distribution of the project data will be carried out in a number of ways. They include the following:

1. A copy of the "Final Report" will be sent to the granting agency.

2. A copy of the "Final Report" will be sent to the ERIC Clearinghouse.

3. A copy of the "Final Report" will be mailed to those survey respondents who requested one.

4. A few additional copies of the "Final Report" will be made available at cost upon request.

5. The results of the study will be presented during a research paper session on January 17 during the AECT convention in Las Vegas.

6. The AECT paper will be included in the published Proceedings of the conference.

7. An article based on the findings of the study will be submitted for publication to one of the library journals.

8. A summary of the research will be listed in Current Research in Library & Information Science (published in London).

9. Other publication options related to the findings will be explored.

FOOTNOTES

1. Alvin Toffler, The Third Wave. (New York: Bantam Books, 1981)

2. John Naisbitt, Megatrends. (New York: Warner Books, 1984 rev ed.)

3. Norman C. Hill, "Time Management" in Increasing Managerial Effectiveness: Keys to Management and Motivation. (Menlo Park, CA: Welsy Publishing Co., 1979) p. 146.

4. Alec R. Mackensie, The Time Trap. (New York: AMACOM, 1972)

5. Alan Lakein, How to Get Control of Your Time and Your Life. (New York: Peter H. Wyden, 1973)

6. Merrill and Donna Douglass, "Time Theft", Personnel Administrator. (September 1981) pp. 1315.

7. Howard Samuelson, "Increasing Public Library Productivity", Library Journal (February 1, 1981) pp. 309-311.

8. William A. Kozumplik, "Time and Motion Study of Library Operators", Special Libraries, (October 1969) pp. 585-588.

9. Richard H. Logsdon, "Time and Motion Studies in Libraries", Library Trends (January 1954) pp. 401-409.

10. Elsie H. Mauro and David C. Weber, "Time Management for Library Staffs", Journal of Library Administration (Winter 1980) 13-20.

11. Merrill and Donna Douglass, Manage Your Time, Manage Your Work, Manage Yourself (New York: AMACOM, 1980)

12. Ibid.

13. Michael LeBoeuf, "Managing Time Means Managing Yourself", Business Horizons. (February, 1980) pp. 41-46.

14. Douglas McGregor, The Human Side of Enterprise. (New York: McGraw-Hill, 1960)

15. Robert R. Blake and Jane Srygley Mouton, The New Managerial Grid. (Houston: Gulf Publishing Company, 1978)

16. Kenneth Blanchard and Spencer Johnson, The One Minute Manager, (Escondido, CA: Blanchard-Johnson Publications, 1981)

17. Thomas J. Petus and Robert N. Watermon Jr.,In Search of Excellence; Lessons from America's Best-Run Companies (New York: Warner Books, 1982)

18. Merrill and Donna Douglass, Manage Your Work, Manage Yourself, p. 198.

19. Michael LeBeouf, "Managing Time Means Managing Yourself".

20. Robert R. Blake and Jane Srygley Mouton, How to Improve Your Management Style and How the Managerial Grid Can Help. (New York: AMACOM, 1979) "The Guide", pp. 37-41.

21. Thomas Martin, Jr., Malice in Blunderland (New York: McGraw-Hill, 1973) p. 23.

22. Peter F. Drucker, Management: Tasks, Responsibilities and Practices. (New York: Harper & Row, 1974) p. 548.

23. Robert Townsend, Further Up the Organization. (New York: Alfred A. Knopf, 1984) p. 33.

24. Elwin C. Bliss, Getting Things done: The ABC's of Time Management. (New York: Charles Scribner & Sons, 1976) p. 79.

25. Robert Townsend, Further Up the Organization, p. 55.

26. Jay Hall, "Decisions", Psychology today (November 1971):

pp. 51-54, 85-88.

27. Thomas J. Petus and Robert H. Watermon, Jr. In Search of Excellence.

BIBLIOGRAPHY ON TIME MANAGEMENT

Books

Blake, Robert R. and Jane Srygley Mouton. The New Managerial Grid. (Houston: Gulf Publishing Company, 1978)

_____. The Grid Seminar Prework. The Managerial Grid: An Exploration of Key Managerial Orientations. (Austin, Texas: Scientific Methods, Inc., 1962)

Bliss, Edwin. Getting Things Done. (New York: Charles Scribner's Sons, 1976)

Davenport, Rita. Making Time, Making Money. (New York: St. Martin's Press, 1982)

Douglass, Merrill E. and Donna N. Douglass. Manage Your Time, Manage Your Work, Manage Yourself. (New York: AMACOM, 1980)

Fitzwater, Ivan W. Finding Time for Success and Happiness Through Time Management. (Austin: Mesa Publication, 1977)

Heyel, Carl. Getting Results With Time Management. (New York: Education for Management, Inc., 1979)

Hill, Norman C. "Time Management", in Increasing Managerial Effectiveness: Keys to Management and Motivation. (Menlo Park, CA: Welsy Publishing Company, 1979) pp. 146-159.

Lakein, Alan. How to Get Control of Your Time and Your Life. (New York: Peter H. Wyden, 1973)

Lee, John W. Hour Power. (Homewood, Ill.: Dow Jones-Irwin, 1980)

McCay, James T. The Management of Time. (New York: Prentice-Hall, 1959)

McGregor, Douglas. The Human Side of Enterprise. (New York: McGraw-Hill, 1960)

Mackensie, R. Alec. The Time Trap. (New York: AMACOM, 1972)

Reynolds, Helen and Mary E. Tramel. Executive Time Management: Getting 12 Hours Work Out of an 8 Hour Day. (Englewood Cliffs, NJ: Prentice-Hall, 1979)

Rutherfork, Robert D. Just in Time: Immediate Help for the Time-Pressured. (New York: John Wiley and Sons, 1981)

Sharp, Clifford. The Economics of Time. (Oxford: Martine Robertson, 1981)

Thomas, P.W. and Valerie A. Ward. Where the Time Goes. (London: ASLIB, 1973)

Webber, Ross A. Time and Management. (New York: Van Nostrand Reinhold, 1972)

Periodicals

Alexander, Larry D. "Effective Time Management Techniques", Personnel Journal (August 1981): 637-640.

Ashkensas, Ronald N., and Robert H. Schaffer. "Time: Managers Can Avoid Wasting It", Working Woman (January 1984): 38-43.

Baker, H. Kent and Steven Holmberg. "Stepping up to Supervision: Managing Time and Job Pressures", Supervisory Management (December 1981): 25-32.

Braid, Robert W. "Effective Use of Time", Supervisory Management (July 1983): 9-14.

Case, Fred E. "An Executive Day", California Management Review (Fall 1962): 67-70.

Douglass, Merrill and Donna. "Time Theft", Personnel Administrator (September 1981): 13-15.

Ferderberg, Charles J. "10 Techniques for Managing Your Time More Effectively", The Practical Accountant (August 1981): 67-69.

Fitzpatrick, Jean Grasso. "Stop Working Late", Working Woman (October 1983): 71-72.

"How to Get Organized at Work and Home", U.S. News and World Report (May 7, 1979): 76-80.

Kozumplik, William A. "Time and Motion Study of Library Operations", Special Libraries (October 1967): 585-588.

Leach, Ronald G. "Finding Time You Never Knew You Had", Journal of Academic Librarianship (March 1980): 4-8.

LeBoeuf, Michael. "Managing Time Means Managing Yourself", Business Horizons (February 1980): 41-46.

Longsden, Richard. "Time and Motion Studies in Libraries", Library Trends (January 1954): 401-409.

Mauro, Elsi N. and David C. Weber. "Time Management", Journal of Library Administration (Winter 1980): 1320.

Roberts, Lorna. "That Theif--Time", New Library World (April 1981): 63-64.

Samuelson, Howard. "Increasing Public Library Productivity", Library Journal (February 1, 1981): 309-311.

Shinn, George. "Making Minutes Count", Saturday Evening Post (April

1981): 20-21.

"Slaying the Paperwork Dragon", Supervision (April 1982): 23-26.

Steffen, R. James. "How To Stop Wasting Time", Supervisory Management (May 1982): 22-25.

Trickett, Joseph M. "A More Effective Use of Time", California Management Review (Summer 1962): 4-15.

Audiovisual Materials

Blake, Robert R. and Jane Srygley Mouton. How to Improve Your Management Style and How the Managerial Grid Can Help. (New York: AMACOM, 1979) 3 audio cassettes and guide.

Lakein, Alan. The Time of Your Life. (Caley Curtis, 1981) 3/4 inch videocassette.

MacKenzie, R. Alec. MacKenzie on Time: How to Save Two Hours a Day. (New York: AMACOM, 1979) 1 audio cassette.

APPENDIX

Arizona State University

University Libraries
Tempe, Arizona 85287
602/965-3417

April 29, 1985

Dear ,

Dr. Helen M. Gothberg, Associate Professor of Library Science at the University of Arizona, and I recently received a Council on Library Resources grant to study how directors of large university libraries use their time. We are asking your support in pre-testing the survey instrument designed for the study.

There are five sections of the survey. Please indicate how long it takes you to complete the entire survey, exclusive of any comments. You will note at the bottom of each section there is space for you to comment. Please fill in your comments about each section after you have completed the survey instrument. The purpose of the "comments" section is for you to note if there are any items within the section that are unclear or that you object to answering.

We genuinely appreciate your cooperation in assisting us in pre-testing the instrument.

Please return the instrument in the enclosed stamped, self-addressed envelope by May 14, 1985.

Best regards,

Donald E. Riggs
University Librarian

DER:dal

Enclosures

P.S. Please call me collect (602-965-3417), if you would like to discuss the instrument.

APPENDIX

Arizona State University

University Libraries
Tempe, Arizona 85287
602/965-3417

May 28, 1985

Dear

Dr. Helen M. Gothberg, Associate Professor of Library Science at the University of Arizona, and I received a Council on Library Resources Librarian/Scholar grant to study how directors of large university libraries use their time. To achieve this goal, we are asking you to complete and return the enclosed questionnaire. This survey instrument has been pre-tested by having it examined and completed by about a dozen directors. Based on their experience with the instrument, it should take about 20 minutes to complete.

Our intent is to collect and analyze data received from the 105 ARL and the top 90 ACRL university library directors in order to better understand the nature of time management among these directors. The results of the study have many implications, including in-service training and education of library managers.

Although we have coded the questionnaire with institutional identification for follow-up, please be assured that your responses will not be linked with your name or that of your institution. We are not, in any sense, rating, ranking, or evaluating individuals or specific libraries.

It is very important that we receive your completed questionnaire by June 14, 1985. Enclosed is a stamped, self-addressed envelope for your convenience. If you have any questions about the questionnaire or the study, please call me collect (602-965-3417).

Thank you very much for your assistance with this study.

Best regards,

Donald E. Riggs
University Librarian

DER:dal

Enclosure

Arizona State University

University Libraries
Tempe, Arizona 85287
602/965-3417

July 5, 1985

Dear

In June you received a questionnaire on time management by university library directors. As of this writing, we have not received the completed questionnaire from you.

Dr. Helen M. Gothberg, Associate Professor of Library Science at the University of Arizona, and I received a Council on Library Resources Librarian/Scholar grant to study how directors of large university libraries use their time. Results of the study will be of tremendous value for in-service training and education of library managers. Therefore, receipt of your completed questionnaire is a very important part of our study. As stated in the earlier letter to you, the information supplied by you will be confidential. Your name and that of your institution will not be used in any reports generated from the study.

Enclosed is another copy of the questionnaire and a stamped, self-addressed envelope. We need to receive your questionnaire by July 22, 1985.

Your cooperation with this study will be genuinely appreciated.

Trust you are having a pleasant summer.

Best regards,

Donald E. Riggs
University Librarian

DER:dal

Enclosures (2)

APPENDIX

ACADEMIC LIBRARY SURVEY

There are five sections to this survey. Please answer each one following the directions that are given. Use either a pen or a pencil. Please do not leave unanswered items or sections.

We appreciate your cooperation, and the information which you provide will make a significant contribution to our knowledge about how directors of large academic libraries make use of their time.

SECTION I

Directions: Please indicate by check mark the choice which best describes you.

The size of your full-time equivalent library staff (exclude student assistants):

1-150 _____ 151-300 _____ 301-450 _____ 451+ _____

The number of years you have been in your current position:

1-5 _____ 6-10 _____ 11-15 _____ 16+ _____

The number of years you have been a library director:

1-5 _____ 6-10 _____ 11-15 _____ 16+ _____

The number of years you have served as a library administrator (include experiences as department head and assistant/associate director):

1-5 _____ 6-10 _____ 11-15 _____ 16+ _____

Your age category:

25-35 _____ 36-45 _____ 46-55 _____ 56+ _____

Gender:

Female _____ Male _____

SECTION II

Directions: Please indicate with a check mark how many hours per week you normally spend on each of the following areas:

Hours:	0-3	4-7	8-11	12-15	16-19	20+
Planning	____	____	____	____	____	____
Reporting (internal & external communications)	____	____	____	____	____	____
Supervising	____	____	____	____	____	____
Budgeting	____	____	____	____	____	____
Personnel work (including collective bargaining, labor relations)	____	____	____	____	____	____
Meetings with university administrators	____	____	____	____	____	____
Meetings with library administrators (e.g., assistant/associate directors, department heads)	____	____	____	____	____	____
Library committees	____	____	____	____	____	____
University committees	____	____	____	____	____	____
External fund raising	____	____	____	____	____	____

Please indicate with a check mark how many days per year you are normally off campus attending professional meetings or work related events:

0-10 days _____ 11-20 days _____ 21-30 days _____ 31+ days _____

SECTION III

Directions: Circle one response per item. For each of the following statements indicate whether you:

AS Agree strongly with the statement

A Agree moderately with the statement

D Disagree moderately with the statement

DS Disagree strongly with the statement

1.	I frequently allow my staff to make mistakes.	AS	A	D	DS
2.	My staff make most of the day-to-day decisions about their work without my prior approval.	AS	A	D	DS
3.	I frequently do tasks that my subordinates should be doing.	AS	A	D	DS
4.	The library does NOT function smoothly when I am absent.	AS	A	D	DS
5.	I seldom revise decisions made by my staff.	AS	A	D	DS
6.	I give my library staff considerable authority over their work, (e.g., including personnel, finances, facilities, and resources).	AS	A	D	DS
7.	I frequently make decisions that are part of my subordinates' jobs.	AS	A	D	DS
8.	I delegate most library operations to my staff.	AS	A	D	DS
9.	If I were incapacitated for six months, there is someone on my staff who could readily take over my job for that period of time.	AS	A	D	DS
10.	The department heads under my leadership do NOT delegate work well to their own subordinates.	AS	A	D	DS
11.	My key people take the initiative for projects without waiting for me to think of them.	AS	A	D	DS

SECTION IV

Directions: Below are listed fifteen typical time wasters. As a library manager, please choose and rank TEN (10) of the fifteen items that hinder you the most. Rank as number "1" the item which hinders you the most in getting your work completed on time, down to number "10" as the item which hinders you the least. Five of the items are to be left unranked.

_____ Telephone interruptions

_____ Meetings (scheduled and unscheduled)

_____ Leaving tasks unfinished

_____ Lack of self discipline

_____ Lack of, or unclear, communication or instructions

_____ Lack of objectives, priorities, and deadlines

_____ Ineffective delegation and involvement in routine and detail

_____ Indecision and procrastination

_____ Inadequate, inaccurate, or delayed information

_____ Inability to say no

_____ Drop-in visitors

_____ Crises (personal and/or staff)

_____ Confused responsiblity and authority

_____ Cluttered desk and personal disorganization

_____ Attempting too much at once and estimating time unrealistically

SECTION V

Below are five ways in which you may find yourself dealing with conflict as a library manager. Your answers will provide the study with information about your leadership style. Statistical analysis will determine whether there is a correlation between time management practices and leadership style.

Rank these alternatives to describe your own behavior with your staff. Place a "5" by the alternative which is most typical; a "4" by the alternative which is the next most typical; and so on all the way to "1" which is the least typical.

_____ A. When conflict arises, I try to remain neutral.

_____ B. I avoid causing conflict, but when it does appear I try to smooth things over so everyone will be happy.

_____ C. When conflict arises, I try to find a compromise that everyone will be satisfied with.

_____ D. When conflict arises, I try to cut if off or win my position.

_____ E. When conflict arises, I try to identify reasons for it and seek to resolve underlying causes.

Comments:

THANK YOU VERY MUCH FOR COMPLETING THE SURVEY

PLEASE RETURN IT IN THE ENCLOSED STAMPED SELF-ADDRESSED ENVELOPE

If you would like to receive a free copy of the results, please put your name and mailing address below:

_____

_____

_____

_____